

Initial Assessment of Teaching Practice



The Initial Assessment of Teaching Practice gives participating teachers the opportunity to compare and contrast the outcomes and processes of the teacher preparation program with those of the induction program. During this module, participating teachers will consider their prior knowledge and skills gained from teacher preparation, their current context for teaching, and evidence gathered in a classroom observation of the participating teacher by a trained support provider. The initial assessment will help participating teachers identify strengths and areas for growth which will be used in subsequent inquiries of teaching practice. In addition, participating teachers and their support providers will identify resources and types of support needed to develop and implement their first Individual Induction Plan (IIP).

STEP ONE	Teacher Preparation and Induction Conversation Purpose: Connecting prior experience to induction
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I. Teacher Preparation and Induction Alignment Chart Conversation

1. Use the **Alignment Chart Discussion Guide (B-1.2)** to review the **Teacher Preparation and Induction Alignment Chart (B-1.1)** with your support provider during the first year.
2. Discuss with your support provider how the *Teaching Performance Expectations (TPEs)* and the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* were part of your prior experience. Discuss which TPEs have had the greatest impact on your teaching, to date.
3. Share **artifacts** from teacher preparation experience (i.e., TPA work, portfolio, student teaching documents).
4. Compare and contrast the standards, the expectations, and the processes of teacher preparation and Induction.
5. Examine how the Induction experience can be part of an ongoing standards-based system of practice in education.

STEP TWO	Informal Classroom Observation Purpose: Gathering evidence of current classroom application of standards
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I. Informal Classroom Observation

1. Hold a pre-observation conversation with your support provider.
 - Consider information from the completed sections of the Context for Teaching.
 - Complete the K-W-O Tool (B-2) informing your support provider of specific areas you would like your support provider to focus on. This also allows for opening an insightful conversation and brings ownership of the process to the participating teacher. "**K**"= What I **Know** About my Classroom Practice Already "**W**"= What I **Want** to Know About my Classroom Practice "**O**"= What I would like my Support Provider to **Observe** when (s)he visits my class.
 - Support Providers will be focusing on observable CSTP & Induction Standards, while being mindful of any identified areas.
 - Arrange a time for your support provider to observe a planned lesson in your classroom.
2. During the observation, the support provider gathers evidence pertaining to observable CSTPs and the Induction standards on an **observation form** (▲ **B-3.1** or **B-3.2**) along with areas noted on the K-W-O Chart (**B-2**). (▲ Programs may align Induction Standard focus area for Year 1 and Year 2)

II. Post Observation Discussion

1. With your support provider, review and discuss the evidence gathered during the observation. Record insights about your teaching practice on the **Post Observation Reflection. (B-4)**

STEP THREE

Initial Assessment Completion

Purpose: Determining level of practice against the standard

I. Review the Assessment Tool Criteria (DOP ▲ E.1 located in the Assessment Toolbox or alternative tool)

1. Review and discuss the role and use of **established assessment criteria** (DOP or alternative tool) in a standards-based system.
2. Discuss how the assessment criteria will guide the self-assessment for the California Standards for the Teaching Profession.
3. If using DOP, discuss how the levels identified in the DOP (E.1) describe elements of the California Standards for the Teaching Profession (CSTP) used in the formative assessment system. Read the criteria for each element in each CSTP.
4. If using an alternative tool, read the criteria for each element in each CSTP.

II. Mark the Self-Assessment ▲ E-2.1 (located in the Assessment Toolbox)

1. **CSTP Self Assessment Section:** Based on prior experience (TPA), and the evidence gathered during the Initial Assessment of Teaching Practice and Context for Teaching; mark each element in the Initial Assessment column on the **Self-Assessment (E-2.1)**. Mark the boxes with the evidence used to make the placement (i.e., LP = Lesson Plan; CO = Classroom Observation; TPA = Teaching Performance Assessment).
2. **Induction Standard Self-Assessment Section:** Compare the Teacher Performance Standard with the Induction standard narrative at the top of the page. Based on prior experience (TPA) and the evidence gathered during the Initial Assessment of Teaching Practice and Context for Teaching; discuss your application in each of the Induction standards. In the Initial Self-Assessment section of **Self-Assessment (E-2.1)**, write a narrative about your teaching practice as it relates to each standard.

The Self-Assessment Reflective Conversation Record will be addressed each time a Self-Assessment is completed during the participating teacher's program.

STEP FOUR

Reflective Conversation

Purpose: Focusing on key insights about practice

Reflection

1. With your support provider, use your placement on the Self-Assessment (Initial Assessment of Teaching Practice—CSTP and Induction Standard reflections) to consider and record key insights on the **Self-Assessment Reflective Conversation Record (E-3)**.
 - Identify areas for focus area(s)/concern(s) for further exploration.
 - The Self-Assessment Reflective Conversation Record will be addressed each time a Self-Assessment is completed during the participating teacher's program.

Focusing Forward - Inquiry

Based on information gained from the completion of the Context for Teaching and the Initial Assessment of Teaching Practice, begin the Inquiry by developing an Individual Induction Plan (IIP).